

EXHIBIT Q

Student: [REDACTED] S. [REDACTED]

Birthdate: [REDACTED]

Meeting Date: 11-09-2021

Sturgis Public Schools
107 W West St, Sturgis, MI 49091
MANIFESTATION DETERMINATION REVIEW

Student Information

Student: [REDACTED]
Date of MDR: 11-09-2021

Birthdate: [REDACTED]

Participants

The following individuals participated in this Manifestation Determination Review Meeting. Additional participants should be noted and attached to this form [34 CFR §300.344]:

[REDACTED]
Parent/Guardian

HEATHER BREW (General Ed Teacher)
General Education Teacher
Kim Geibe (Social Worker)
Social Worker

HEATHER GEORGE (Assistant Principal)
MET Representative (Person able to explain the instructional implication of any evaluations)
Stacey Richardson (Special Education Teacher)
Relevant IEP Team Member
Megan Williams (Speech Pathologist)
Speech Pathologist

Procedural Safeguards

Procedural Safeguards were initially provided to the parent by:

Person: Heather George Date: 11-09-2021

Description of Misconduct

During recess a student and [REDACTED] were talking about [REDACTED] pushing a girl the week before and [REDACTED] called the student a "fiend" which made the student mad so he slapped [REDACTED] walked away and the student followed him and pushed him in the back. They continued yelling at each other and [REDACTED] pushed the student to the ground. They both began punching each other at this time. [REDACTED] was punched in the nose and it started bleeding. Mr. Lamb was a witness to the fight and broke it up.

Considerations for Review

In carrying out a manifestation determination review, the IEP team must consider, in terms of the behavior subject to disciplinary action, all relevant information, including:

Information for Review	Data Source/Date	Summary of Information
The Student's IEP.	Current IEP / 11-08-2021	The IEP is current and up-to-date.
Relevant information provided by parent	Parent Input / 11-09-2021	Mom said that she has not noticed any behaviors lately related to his eligibility and that she thinks this incident was just when he was at a breaking point and didnt care anymore.

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Teacher observation of student	Teacher Observation / 11-09-2021	<p>[REDACTED] came in after his break and loudly said, "What up Mother fuhhhhh" I just quietly said "no", but didn't give him a strike even though we have discussed the appropriate way to enter class many times. He asked what we were doing and I indicated the board that had all of the steps on it. He got confrontational about the work and said he was not going to do it if he lost points for not doing it online. I have not taken any off for him yet, even though he never brings his computer. It is essential for this class. He wanted to be confrontational about not having the computer-acting as if he's not capable of doing this. I asked how old he was (since I didn't want a confrontation for guessing wrong) and pointed out that it is not an unreasonable expectation to ask 13 year olds to be responsible to bring thier computers back and forth to class. The converstion did continue as he wanted to argue. I should have given him a strike as he was extremely disrespectful. I finally just cut it off and asked him what he could do to solve the computer situation. He said see if he could borrow one from another teacher. I said, "yes-quietly ask." I could hear him from my room loudly holler into two other classes. He came back in, sat down, but interrupted me twice, right after I had asked others to be quiet- I gave him a strike. Mrs. R came in and he insisted that he had done the second chapter of the story we are doing. She went to see if she had it on her desk. He loudly started to talk to another student across the room. I asked him to be quiet since people were supposed to be reading silently and doing their work. He argued that he was just having a conversation-I gave him a second strike for disrupting and arguing. When Mrs. Richardson returned, he started hollering that another student swore, I said I was helping another student across the room and didn't hear it. Before I could go further to remind everyone that this was inapporprate, he got disrespectful again and said that I only have selective hearing and began to argue further. Igave him the third strike and sent him out.</p>
All relevant information in the student's file	Behavior Logs / 11-09-2021	<p>[REDACTED] came into class and came to me and we talked about the first part of the test he missed yesterday. We were watching the Lion King and using examples from the video to compare to things we have learned over this section. He went into the lab and answers his questions. He did his work and was on task. When he came back into the classroom</p>

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		to watch the movie. I had to ask him multiple times to be quiet to watch the movie. He got his phone out and was moving it around on the desk and making noises, I asked him to put it away and he gave a sarcastic response back 'I wasn't even on it, don't know why it matters'. Towards the end of the hour a student came in to get their stuff then left the room to go home, [REDACTED] quickly stood up and left to follow after her yelling her name through the hallway as he did.

Manifestation Determination

If the determination of the IEPT is "Yes" to any of the statements below, then the behavior must be considered a manifestation of the student's disability, and the student returns to the previous placement (except in Special Circumstances).

On the basis of the above review and the relationship of the behavior subject to discipline and the student's disability, respond to both of the following statements, and give the rationale for the response:		
The conduct in question was caused by or had a direct and substantial relationship to the student's disability.	<input checked="" type="checkbox"/> No	No - Describe why there is no relationship between the disability and the behavior [REDACTED] engaged in the disciplinary action based on environmental factors not pertaining to his area of eligibility.
	<input type="checkbox"/> Yes	Yes - Describe why there is relationship between the disability and the behavior
The conduct in question was the direct result of the school district's failure to implement the current IEP.	<input type="checkbox"/> Yes	Yes - List the areas of non-implementation, the impact on behavior, and the steps to be taken to remedy areas of non-implementation.
	<input type="checkbox"/> No	No - List the areas of non-implementation. State why no impact
	<input checked="" type="checkbox"/> No	No - IEP was fully implemented The IEP was fully implemented and the incident did not result in a failure by the school district to make sure services were provided.
The determination of the IEP Team is that the behavior subject to discipline is: <input checked="" type="checkbox"/> Not a manifestation of the disability; records are transferred to general education for disciplinary procedures. <input type="checkbox"/> A manifestation of the disability. <input type="checkbox"/> Review and modify, if necessary, current Behavior Intervention Plan. (Attached copy along with modifications) To be completed by: ___/___/___ <input type="checkbox"/> Complete Functional Behavior Assessment and Behavior Intervention Plan.		

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To be completed by: __/__/____